From:	Hecsh, Janet I
To:	HSSframework
Cc:	don.romesburg@sonoma.edu
Subject:	Making the Framework FAAIR
Date:	Tuesday, November 18, 2014 8:45:39 PM

Dear Co-Chairs Honig and McTygue (Hi Nancy!!):

As an educator and teacher educator, curriculum developer, and long time supporter of the libratory concepts underlying the initial development California History-Social Science Framework, I believe the representation and contribution of LGBT individuals must be accurate and inclusive to truly bring the History-Social Science Framework into compliance with SB 48, the FAIR Education Act. The current draft of the History-Social Science Framework under review by the Instructional Quality Commission does not meet the law's requirements or intention. On the contrary, it tokenizes LGBT history. This is unacceptable in a field of study that has core values including ethical literacy, social justice, and civil rights.

To comply with SB 48, the Framework should include the historical perspectives and experiences of lesbian, bisexual, and transgender Americans as well as gay men. The Framework's LGBT inclusion requires diverse portrayals, particularly LGBT people of color, to accurately reflect California and U.S. history and prepare students to live in today's world. The Framework also needs more robust coverage of diverse LGBT people and historical events in order to provide local districts and classroom teachers with sufficient guidance about historically accurate and age-appropriate content to include throughout elementary school, middle school, and high school.

To provide for robust and comprehensive inclusion, I endorse the recommended changes in *Making the Framework FAIR*, a report submitted to IQC by the Committee on LGBT History, an affiliated group of the American Historical Association. The report was developed by 20 of the country's leading scholars of LGBT history and they produced scholarship-supported recommendations with suggested resources for teachers.

I endorse the transformative approach to teaching LGBT-inclusive history as described in *Making the Framework FAIR* report. Through showing change over time within the long sweep of U.S. history, a transformative Framework will empower students with flexible analytical skills for understanding and contextualizing how gender and sexuality shape contemporary politics and policy, culture, and society.

While all changes *Making the Framework FAIR* calls for are important and well supported by scholarly and pedagogical rationales, the revised Framework must address:

1. Grade 2: LGBT families in the context of understanding family diversity as a contemporary and historical reality

2. Grade 4: Central roles played by gender and sexual orientation in California's history as a site of rich, contested, and changing diversity. This should cover, at a minimum, the historical role of two-spirit people in Native Californian tribes and the related influence of colonization, a discussion of gender role diversity during the Gold Rush, and the state's unique role in the development of LGBT civil rights.

3. Grade 5: Variation over time, region, and culture in colonial American practices and

laws with regard to gender and relationships

4. Grade 8: Fundamental transformations in gender and sexuality in conjunction with nineteenth-century urbanization, industrialization, and expansionism. This should cover, at a minimum, diverse social relations among men, as exemplified by the poetry of Walt Whitman, and among women in "Boston Marriages," as well as alternative family structures including same-sex relationships within enslaved and post-Emancipation communities and Native American communities.

5. Grade 11: The evolution of modern LGBT communities and identities from the emergence of LGBT urban subcultures, including gender and sexual diversity in the Harlem Renaissance through the late 20th century as well as the development of twentieth-century persecution of sexual and gender minorities and the growth of the LGBT civil rights movement. The latter need be represented by, at a minimum: WWII persecution of LGBT servicemembers leading into the Lavender Scare; Bayard Rustin's role in the African American civil rights movement; early LGBT political leaders (including Harry Hay, José Sarria, Del Martin and Phyllis Lyon, Frank Kameny, Sylvia Rivera, and Harvey Milk); and the advancement of civil rights protections including the declassifying of homosexuality as a mental illness stemming from homophile, gay liberation, and feminist movements. The Framework should also underscore historical precedents for contemporary LGBT political issues, including responses to the AIDS epidemic, the right to marry, protections for transgender people, immigration, and the role of LGBT people in the military.

Moreover, Grade 12 Government study of the various branches of government and the tensions between state's rights and the civil and personal rights of all citizens needs to include the study of the recent abolition of the Defense of Marriage Act, and the various legislative actions on the part of the states and in the federal government relative to rights of spouses vis a vis insurance coverage, inheritance, etc.

The FAIR Education Act seeks to provide California students with a full and accurate understanding of the role of LGBT Americans in our history and promote an atmosphere of safety and respect in California schools. I strongly support this goal. Should you have any questions regarding my recommendation for full implementation of the FAIR Education Act in the History-Social Science Framework, please contact me at jhecsh@csus.edu

Sincerely,

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"Out beyond ideas of wrongdoing and rightdoing there is a field. I'll meet

you there." --Rumi
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